



**PROGRAM DEVELOPMENT COMMITTEE**  
**MEETING NOTICE/AGENDA**

Posted at [www.scdd.ca.gov](http://www.scdd.ca.gov)

**DATE:** April 23, 2013

**TIME:** 1:00 – 4:00 PM

**LOCATION:** State Council on Developmental Disabilities  
1507 21<sup>st</sup> Street, Suite 210  
Sacramento, CA 95811  
(916) 322-8481

*Pursuant to Government code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Kristie Allensworth at (916) 322-8481 or email [kristie.allensworth@scdd.ca.gov](mailto:kristie.allensworth@scdd.ca.gov). Requests must be received by 5:00 pm April 17, 2013.*

**AGENDA**

- |                                   |          |
|-----------------------------------|----------|
| <b>1. CALL TO ORDER</b>           | J. Lewis |
| <b>2. ESTABLISHMENT OF QUORUM</b> | J. Lewis |
| <b>3. WELCOME/INTRODUCTIONS</b>   | J. Lewis |

#### **4. PUBLIC COMMENTS**

*This item is for members of the public only to provide an opportunity to comments and/or present Information to the Council on matters **not** on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first. The Council will provide a public comment period, not to exceed a total of seven minutes, for public comment prior to action on each agenda item.*

#### **5. STATUS AND REVIEW OF AREA BOARD**

##### **MINI GRANTS FOR CYCLE 35**

M. Polit 4

#### **6. RECOMMENDATIONS FOR AREA BOARD**

##### **MINI GRANTS FOR CYCLE 36**

M. Polit 48

#### **7. CYCLE 36 STATEWIDE GRANT AND JNCS GRANT EXTENSION**

M. Polit 54

#### **8. REVIEW SCDD GRANT PROCEDURES**

M. Polit 61

#### **9. NEXT MEETINGS**

J. Lewis

#### **10. ADJOURNMENT**

J. Lewis

For additional information regarding this agenda, please contact Kristie  
Allensworth, 1507 21<sup>st</sup> Street, Suite 210, Sacramento, CA 95811,  
(916) 322-8481

**AGENDA ITEM DETAIL SHEET**  
**Agenda Item 5**

**ISSUE: Status and Review of Area Board Mini Grants for Cycle 35**

**SUMMARY:** The Council dedicated \$20,000 to each Area Board to award grants related to State Plan Goals of importance to their local areas. The PDC will review the grants and the first quarter reports of progress. This review will inform discussion of Cycle 36 Area Board grants, Agenda Item 7. PDC will also review the format of progress reports to determine if appropriate to their needs.

**COUNCIL STRATEGIC PLAN GOALS/OBJECTIVES:** N/A

**PRIOR COUNCIL ACTIVITY:** N/A

**BACKGROUND:** PDC is responsible for periodically reviewing progress on grants. The PDC uses these reviews to inform decision process on future grants.

**ANALYSIS/DISCUSSION:** N/A

**RECOMMENDATION(S):** N/A

**ATTACHMENT(S):** List of Cycle 35 grants. First quarter progress reports for Cycle 35 Area Board Mini Grants.

**PREPARED:** Mark Polit, April 11, 2013

## CYCLE 35 PROGRAM DEVELOPMENT FUND GRANTS

Applicant(s)	Summary of Project	Amount Funded	Amount Expended
Area Board 1 Progressive Employment Concepts	This project will provide hands on training to staff and clients in the discovery and customized employment process leading to a customized employment outcome for a minimum of two individuals. This project will allow Progressive Employment Concepts to gain the tools needed to have continued success in finding jobs for the individuals we serve, especially those with higher support needs.	\$20,000.00	No
Area Board 2 FOCUS Film Festival	The goal of this project is to educate and enlighten community members and students about people with disabilities through well-published film screenings and related events.	\$10,500.00	No
Area Board 2 Glenn County Office of Education/Glenn Adult Program	The goal of this project is to implement a "Get a Competitive Edge" Work Safe & Self-Advocacy program for consumers and employees with disabilities as part of The Rusty Wagon Adult Vocational Program.	\$9,500.00	No
Area Board 3	None awarded at this time		
Area Board 4 Kidpower Teenpower Fullpower	The proposed project will help people with developmental disabilities who have been the victims of abuse from being victimized and prevent others at-risk from suffering abuse in the first place, by equipping them with experimental success – based tools and skills that have demonstrated performance and effectiveness in keeping them emotionally and physically safe and reduce their risk of becoming victim of bullying, violence, abuse or exploitation.	\$20,000.00	No

<b>Applicant(s)</b>	<b>Summary of Project</b>	<b>Amount Funded</b>	<b>Council Approved</b>
Area Board 5 CALICO	The goals of this grant is to increase the percentage of developmentally disabled child, adolescent and adult victims who benefit from a multi-disciplinary response to abuse allegations; improve the quality of the response for victims and their families and prevent future victimization.	\$20,000.00  No	No
Area Board 6 Creative Support Alternatives/SDSU Research Foundation	The Transition2Life Project will provide direct, hands-on training and learning opportunities focusing on effective transitions to inclusive adult lives for young adults with developmental disabilities living in Amador, Calaveras, and Tuolumne counties.	\$19,363.00  No	No
Area Board 7 Kidpower Teenpower Fullpower	This project equips young adults with developmental disabilities and their families with the social emotional tools and skill sets necessary for successful transition to adult life. Outfits adult people with developmental disabilities with the social – emotional tools and skill sets necessary to enter and succeed in gainful work opportunities and increase their self-sufficiency.	\$20,000.00  No	No
Area Board 8 Resources for Independence, Central Valley	This Self-Advocacy for Youth project goal is to promote self-advocacy and leadership of young adults with developmental disabilities by utilizing person centered planning through trainings and group facilitation of consumers and their advocacy support networks.	\$19,277.00  No	No
Area Board 9 Friendship Club - First 5 Moorpark/ Simi Valley Neighborhood for Learning	Friendship Club is a free semi-monthly, social skills program in Moorpark and Simi Valley for children with special needs/ developmental disabilities ages 3-12, their parents, and their siblings. It is open to families of all economic levels and ethnicities.	\$9,000.00  No	No

<b>Applicant(s)</b>	<b>Summary of Project</b>	<b>Amount Funded</b>	<b>Council Approved</b>
Area Board 9 Arts for Living - UCP of San Luis Obispo County	This is a new arts program engaging all citizens with and without disabilities of San Luis Obispo County in community development via inclusion in arts: music, visual arts, dance, theatre and poetry.	\$11,000.00	No
Area Board 10  Get Safe	Get Safe's "First Responder Training: Enhancing Your Ability to Effectively Respond to Persons with Developmental Disabilities" will conduct four trainings for local law enforcement, criminal justice professionals, parents and caregivers plus an additional self-advocate's training session to provide highly targeted information, techniques and tools to help first responders to effectively prevent, recognize and work with people with disabilities who may be victims of abuse or exploitation.	\$20,000.00	No
Area Board 11 NOCCCD School of Continuing Education	The goal of the Hand –on Job Training project is to empower up to sixteen students who have developmental disabilities to reach their maximum employment potential. Each student will be supported by a Job Coach to learn and practice vital job skills.	\$6,933.00	No
Area Board 11  Get Safe	Get Safe proposes a year-long training series that will provide continued learning and networking opportunities for these identified self-advocacy groups thereby strengthening their goals and objectives and implementation efforts.	\$13,067.00	No
Area Board 12 Get Safe	Home Ownership for Persons with Disabilities Made Easy. The program anticipates training for up to 200 total consumers with attendance at each event reflecting the population density of the surrounding geographical area, four conferences will be held.	\$20,000.00	No

<b>Applicant(s)</b>	<b>Summary of Project</b>	<b>Amount Funded</b>	<b>Council Approved</b>
Area Board 13  San Diego State University Interwork Institute's Creative Support Alternative and SDSU's Department of Administration, Rehabilitation, and Postsecondary Education	The goal of Take Charge is to offer person-driven planning (PDP) to transitioning youth and their families as a strategy to offer skills and experiences resulting in inclusive employment and inclusive lives facilitated by San Diego State University Rehabilitation Counseling (RC) graduate students. In addition, the project will provide educational presentations for students, families, transition teachers, adult service providers, and SDRC staff on the use of PDP to support young adults with developmental disabilities to pursue inclusive employment, including innovative options like micro- enterprise ownership.	\$20,000.00	No
SCDD HQ  Jay Nolan Community Services	Jay Nolan Community Services, in partnership with Easter Seals of Southern California and Griffin Hammis Associates, proposes to work with individuals from the "Youth Target Population" and families on the innovative strategies to significantly improve transition outcomes for both competitive employment and post-secondary education to advance career development.	\$359,782.00	Yes
SCDD HQ  The Board Resource Center	The team will provide meeting and member facilitation support, leadership training, easy access website, adapted curricula development and field tested design for the Self-Advocates Advisory Committee (SAAC) and Employment First Committee (EFC) and foster development of the Statewide Self Advocacy Network (SAAN) .	\$65,625.85.00  Now Terminated	Yes

Applicant(s)	Summary of Project	Amount Funded	
SCDD HQ Youth Leadership Forum	Participation of at least 10 student delegates with developmental disabilities in the California Youth Leadership Forum for Students with Disabilities (YLF). Responsibilities included completion of a variety of planning and project tasks in preparation for the 2012 Youth Leadership Forum for Students with Disabilities, including: processing potential student delegates' applications; notifying selected students; making travel arrangements; making arrangements for accommodations and medical services; and finalizing and printing training materials.	\$9,999.00	Yes



**SCDD Cycle 35 Grants  
Progress Report Form**

**INSTRUCTIONS**

The quarterly report shall be completed using the following format provided in this report. Please submit an original report to Kristie Allensworth, SCDD, 1507 21<sup>st</sup> Street, Suite 210, Sacramento, CA 95811. Please provide a copy of your report to your local Area Board. Any questions on reporting or billing requirements should be directed to Kristie at [kristie.allensworth@scdd.ca.gov](mailto:kristie.allensworth@scdd.ca.gov) or (916) 322-8777.

Progress reports shall be submitted quarterly and must be submitted with the billing invoice. Reports are due 30 days following completion of the quarter. All reports must be current to have invoices processed.

The final Progress Report should be completed and submitted with the Final Report and any materials must be received within 45 days of the completion date of your contract.

**SECTION A**

Date: 12/28/12

Contractor: **Progressive Employment Concepts**

Contract Number: **Agreement #C35AB11213**

Name of Program: **Progressive Employment Concepts, Increased Customized Employment Opportunities**

Address/Location of Program: **6060 Sunrise Vista ste.1875, Citrus Heights, CA 95610**

Contact Person: **Carole Watilo**

E-mail Address for Contact Person: **cwatilo@progressiveemployment.org**

Telephone Number for Contract Person: **(916) 723-3112**

List any in kind/supplementary funds received and/or expended during this reporting period:  
**\$688.63**

Circle the Reporting/Billing Quarter Applicable:

<u>1<sup>st</sup> Quarter</u>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
(Due 1/31/13)	(Due 4/30/13)	(Due 7/31/13)	(Due 11/15/13)

## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.

**Executive Director of Progressive Employment Concepts coordinated with the company Griffin-Hammis Associates, to identify and contract with one of their associates, Janet Steveley. Both Executive Director and Director of PEC organized and finalized training day materials with the trainer, agenda and training site for the day. RCRC representatives as well as The Transition Coordinator in Lake County area were instrumental in getting the flyers disbursed to their list of contacts as well as PEC sending out flyers.**

**The training of Customized Employment, The Basics of Discovery, & the Impact of work on Social Security Benefits, took place on December 12, 2012. Twenty people attended from Lake County and two staff from PEC in addition to Executive Director and Director of PEC. There were also two individuals from Mendocino County. There were representatives from the high schools, community work programs, Redwood Coast Regional Center and the Area Board 1. We gave out 7 books, The Job Developer's Handbook, one to each of the community agencies and one to the high school Transition Coordinator.**

**The two staff from PEC in Crescent City were able to get a jump start on this information so they may begin the process with the two individuals that will be going through the Discovery process all the way to Customized Employment.**

2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.

**We have attached a form named DPG(Discovering Personal Genius) which Progressive Employment has developed from other Discovery resources and has made available to the attendees of the Lake County training. We have suggested that other agency's manipulate the form to best suit the needs of their own situation and activities.**

3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.

**We have experienced no delays.**

4. Other comments,

**There was great group participation in the Lake County training. Many people brought good information and questions to share with the group.**

**We have two more community trainings planned. One already scheduled in Crescent City on January 30, 2013 and another one planned for early April in Humboldt County.**

RECEIVED

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**SCDD Cycle 35 Grants  
Progress Report Form****INSTRUCTIONS**

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**SECTION A****Date:** 01/31/13**Contractor:** Resources for Independence Central Valley**Contract Number:** C35AB81213**Name of Program:** Self-Advocacy for Youth (SAY)**Address/Location of Program:** 3008 N. Fresno St. Fresno, CA 93702**Contact Person:** Coreen Campos**E-mail Address for Contact Person:** [ccampos@ricv.org](mailto:ccampos@ricv.org)**Telephone Number for Contract Person:** 559-221-2330**List any in kind/supplementary funds received and/or expended during this reporting period:****Circle the Reporting/Billing Quarter Applicable:**

<b>1<sup>st</sup> Quarter</b> (Due 1/31/13)	<b>2<sup>nd</sup> Quarter</b> (Due 4/30/13)	<b>3<sup>rd</sup> Quarter</b> (Due 7/31/13)	<b>4<sup>th</sup> Quarter</b> (Due 11/15/13)
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## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

- 1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.**

Reva Guimont has been training families and professionals in the Person Centered Planning process through Circles of support. Ileana Perez has been working with transition aged youth in self – advocacy. With a person centered approach their wishes can be expressed through a Circle of Support venue.

In addition EPU has a monthly parent group that has been introduced to the concepts of the Person-Centered Training. Several of these same parents will be attending the 2 session training in preparation of developing an individualized plan for their child. The transition aged youth also meets monthly and these youth have and will be introduced to Self-Advocacy and Person centered concepts in their monthly meetings. This will prepare the student to be able to express those self-advocacy skills and be a participant during their Circle of Support.

**OUTCOME 1:** No activities to report

**OUTCOME 2:** Two youth have had their initial Circle of Support creating a highly individualized plan. Evaluations were filled out for both Circles with high marks in appreciation for the process. There will be follow-up Circles for both focus people.

**OUTCOME 3:** No activities to report

**OUTCOME 4:** No activities to report

**OUTCOME 5:** Two trainings have been provided to 23 students and professionals on Person-Centered Planning in a Vocational Rehab Counseling class at Fresno State and teacher's of Moderate to Severe students of transition age youth at Fresno Pacific. Evaluations were filled out by all participants who gave very high marks for the introduction to Person Centered Planning. They stated this concept will help them approach their students in a more individualized and personal approach.

- 2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.**

Ileana Perez – Has been creating a workshop for youth to describe Circle of Support & Person Centered Planning. She is currently updating power point presentations & handouts.

**3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.**

There are no identified delays affecting the project at this point.

**4. Other comments**

No comments as of yet.

## **Glenn County Office of Education**

State Council on Developmental Disabilities/ Area Board 2 Grant

### **1<sup>st</sup> Quarter Report**

**Approved Budget \$ 9,500.00**

Due Date: January 31, 2013

Contractor: Glenn County Office of Education

Contract Number: C35AB212132

Name of Program: The Rusty Wagon

Address/Location: 420 Walker Street Orland, Ca 95963

Contact Person: Jess Modesto ROP Director  
Candice Spielman Program Coordinator

Email Address: [jmodesto@glenncoe.org](mailto:jmodesto@glenncoe.org)  
[Cspielman@glenncoe.org](mailto:Cspielman@glenncoe.org)

Contact Phone: Jess Modesto – (530) 934-6575 ex. 3200  
Candice Spielman – (530) 988-9132

### **Expenditures reflect the 1<sup>st</sup> quarter period only**

#### **Vocational Trainer**

Salary and Benefits

*Year to date-* \$675.83

#### **Training Materials**

Personnel Concepts

*Year to date-* \$0

## Section B

- 1) Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served.**

Prior to this period of vocational training, the associates at the Adult Education Program, The Rusty Wagon, had already completed the Servsafe online course and had passed the Servsafe online certification exam which is available at [www.foodhandlerusa.com](http://www.foodhandlerusa.com). One of the Vocational Trainer's goals for the month of November was to provide refresher courses in the area of safe food handling and to assess the retention, challenges, needs and strengths of each associate in regards to the Servsafe curriculum. The Vocational Trainer has provided individual progress reports which describe the outcome of the assessments. These reports can be found in the Vocational Trainer TRW binder which is filed at The Rusty Wagon.

A total of four associates participated in a variety of safe food handling training activities during the month of November. Vocational Trainer, Christopher Singer, reviewed safe food handling practices with the four associates in a classroom like setting. Materials used to review the proper food handling practices include a packet of 6 lessons that was created by The Rusty Wagon program manager, Christina Jasper, based on the Servsafe online food handler course. Servsafe is a nationally accredited certification process that is provided by the National Restaurant Association ([www.restaurant.org](http://www.restaurant.org)). Associates were guided through the six lessons and quizzed as a group. The National Restaurant Association trainer's guide available at [www.servsafe.com/downloads/pdfs/nra-the-safe-path-to-success](http://www.servsafe.com/downloads/pdfs/nra-the-safe-path-to-success) was also used in classroom activities to ensure quality instruction. The associates watched videos found on the Servsafe website and participated in hands-on activities as well. Because the associates are constantly practicing safe food handling in the work place, they demonstrated a high level of curriculum retention during the November assessments.

In order to improve their self-advocacy skills, the associates were encouraged to participate in classroom discussions and presentations during the month of November. Each associate was asked to choose a topic that they are familiar with that they would be comfortable presenting to the class. The topics included American Sign Language related to the workplace, Spanish speaking in the workplace, proper dish washing using the three sink method, and proper lifting/stretching/ergonomics. The associates also participated in mock interviews during the month of November to prepare them for the job application process. Each associate stood in front of the class and answered common interview questions while their peers critiqued them. These activities have helped the associates to become more confident while speaking in front of their peer as well as helping them to understand and advocate for their own needs.

During the month of November, the associates received instruction related to the job application process. They were made aware of the processes of job searches, applications, resumes and interviews. Each associate is currently developing a resume. They now understand the purpose of building a resume and that it is an ongoing process. This activity has allowed them to practice using the computer and searching the internet. They have also, as mentioned above, participated in mock interviews. After the interviews the associates were given the



opportunity to give each other constructive criticism. Interest has been expressed in the job areas of embroidering/weaving, carpentry, child care, janitorial work and sign language interpreting. The instruction that they have been given in the area of the job application process has encouraged the associates to think about the possibility of transitioning from the vocational program into the general work force.

**2) *Please provide an update on the status of any materials that are being developed.***

Because of the short amount of time that the current vocational trainer has been working at The Rusty Wagon, the amount of materials that were developed is minimal. The plan is to use the packet of 6 lessons that was developed by Christina Jasper together with materials found on the National Restaurant Association website to create a more extensive and instructor friendly curriculum which would include a PowerPoint presentation that the associates would help to develop. This curriculum would be made available for other occupational programs dealing with associates with special needs. A second curriculum would then be developed that would be more specific to The Rusty Wagon occupational program. The Vocational Trainer TRW binder has been developed with a section for each associate for the purpose of maintaining organized documentation of the monthly progress of each associate. This binder will be available to the next vocational trainer to facilitate a smooth transition. A folder containing the associates resumes and progress reports has been created on the Dell computer desktop at The Rusty Wagon.

**3) *Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.***

One delay that has occurred in attempting to assess the associates is the need to understand the associates individual learning needs. The use of conventional written quizzes does not serve as an accurate form of evaluating the associates' abilities and understanding of concepts. Some of the associates read well while others struggle with reading. They are able to perform tasks that are necessary in the workplace but don't always have the ability to explain the tasks. In order to better assess their understanding, it has been helpful to ask them to physically show that they can perform the task rather than asking them to describe it.

Another barrier that has affected the implementation of the project is the fact that the majority of the curriculum provided by the National Restaurant Association and other entities in safe food handling is only available at a monetary cost. Most of the materials used at The Rusty Wagon have had to have been created entirely by the vocational trainer, associates and employees. Once the online Servsafe test has been completed, it is no longer available for review. The associates have been asked to engage in research projects to explore resources available on websites such as those of OSHA and the National Restaurant Association.



SCDD Cycle 35 Grants  
Progress Report Form

AB5

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SECTION A

Date: 1/31/12

Contractor: **CALICO**

Contract Number: C35AB51213

Name of Program: **Multi-Disciplinary Response to Victims with Disabilities**

Address/Location of Program: 524 Estudillo Ave, San Leandro, CA 94577

Contact Person: Victoria Gwiasda, Executive Director

E-mail Address for Contact Person: [calicocenter@yahoo.com](mailto:calicocenter@yahoo.com)

Telephone Number for Contract Person: (510) 895-0702

List any in kind/supplementary funds received and/or expended during this reporting period:

Circle the Reporting/Billing Quarter Applicable:

<b>1<sup>st</sup> Quarter -XXX</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
(Due 1/31/13)	(Due 4/30/13)	(Due 7/31/13)	(Due 11/15/13)

## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

- 1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.**

The following information provides an update on progress made during the first quarter of this grant (October-December 2012) with regard to the project goals and objective:

***GOAL 1: Increase the percentage of children, adolescents and adult victims with disabilities who benefit from a multi-disciplinary response to abuse allegations.***

*Objective 1.1. Conduct an assessment of government and community-based organizations that aid children, adolescents and adults with disabilities throughout Alameda County.*

This quarter, CALICO began the process of educating itself about services available for clients with developmental disabilities, investigations involving adults with developmental disabilities and effective communication with people with different types of developmental disabilities. To begin, local SCDD Area V staff (Rocio Smith, Ron Usac and Angel Wiley) met with CALICO staff (Vicky Gwiasda, Executive Director; Kristy Brodeur Dermody, Training Coordinator; Erin Harper, Multi-Disciplinary Team Coordinator; and Farley Walker, Development Coordinator) to review the grant goals and activities. It was agreed that initial meetings should take place with representatives from the Regional Center of the East Bay and Adult Protective Services as a way to more fully understand the organizations and systems that provide services to individuals with disabilities in Alameda County.

*Objective 1.2. Build relationships with key stakeholders serving disabled populations; hold 6-10 meetings to increase CALICO's understanding of the services that exist for individuals with disabilities and share information about CALICO services.*

In October 2012, Vicky, Kristy and Erin met with Ronke Sodipo, Associate Director of Client Services for the Regional Center of the East Bay. At that meeting, CALICO learned about the Regional Center's case management services, vendors, how consumers connect with the Regional Center, and how the Regional Center handles situations where it suspects its consumers are suffering abuse. The meeting was held at CALICO's office so staff were able to provide Ms. Sodipo with a tour of the facility and information about CALICO services.

In October 2012, Kristy and Erin also met with Tarya White at Stepping Stones Growth Center, to learn more about its programs for children and adults with developmental disabilities. Tarya explained how consumers can join Stepping Stones' programs, as well as issues she has seen arise when their staff becomes concerned a consumer is being abused.

Following these introductory meetings, Kristy and Erin met with two supervisors and a case worker from Adult Protective Services (APS). There, Kristy and Erin learned about how APS investigations work, what actions APS takes (and cannot take), and how APS handles clients with developmental disabilities. APS was very receptive to connecting with CALICO and its partner

agencies to coordinate in responding to abuse cases. In fact, Christina Cotton, an APS Supervisor, will attend as a guest at CALICO's February Program Advisory Committee meeting so that the multi-disciplinary team may begin to involve APS in cases concerning adults with developmental disabilities, when appropriate. PAC membership is comprised of representatives from all 29 CALICO partner agencies, including law enforcement, the DA's Office, child protective services, probation, behavioral health, local hospitals and victim advocates.

Finally, Kristy and Erin met with Wendy Dutton, a social worker at Highland Hospital who has specialized expertise in working with adults with developmental disabilities. Wendy also works with East Bay Innovations to run safety and prevention groups with adults with developmental disabilities. Wendy has agreed to invite some of her group participants to visit CALICO and participate in a focus group to help CALICO assess its facility, tools and forms and provide feedback about their experiences with first responders. This meeting has been scheduled for early June 2013. CALICO is also hosting a quarterly meeting for the Northern California Network of Child Advocacy Centers on February 5, 2013, in Oakland. At the meeting, Ms. Dutton will facilitate a presentation to approximately 25-30 interviewers, coordinators, investigators, advocates and prosecutors from child advocacy centers across the region regarding working with victims with developmental and intellectual disabilities about how to better serve this population and the benefits of a multi-disciplinary approach.

*Objective 1.3. Conduct 75 forensic interviews with children, adolescents and adult victims with disabilities.*

From October 1 – December 31, 2012, CALICO conducted 163 forensic interviews, including 17 interviews with individuals identified by the referring party (i.e., a detective or child welfare worker) as having a disability. CALICO is aware of the fact that no standard definition of "disability" is currently being applied among investigators and that this figure likely over-represents the number of clients with disabilities being served, as we believe some investigators are including mental health issues or physical or cognitive impairments that do not meet the state or federal definitions of "disability" in reporting this information. It is our aim, through this project, to modify our intake form (and train referring agencies accordingly) to differentiate and track two different types of information: (1) whether or not a client has a disability based on state/federal definitions; and (2) other client characteristics that may need to be taken into consideration in conducting a quality forensic interview.

*Objective 1.4. Provide family support services to 60 caregivers, including caregivers of victims with disabilities and caregivers with disabilities (whose victim-child may or may not have a disability themselves).*

From October 1 – December 31, 2012, CALICO provided support services to a total of 17 caregivers of victims with disabilities who were interviewed at CALICO. In 81% of the cases, a CALICO Family Resources Specialist (a masters-level mental health clinician) conducted an on-site assessment with the family, provided crisis intervention as needed, assisted the family in completing a California Victim Compensation Program application, provided psycho-education on the impact of trauma on children and adult victims, and offered referrals for counseling and other community-based services. All but two of the families have been contacted by phone (to date) for follow-up support, including over half who have been contacted at least twice. Of those families contacted twice, two-thirds reported that the victim child or adult with disabilities was enrolled in counseling.

## **GOAL 2: Improve the quality of the multi-disciplinary response for victims and their families.**

*Objective 2.1. Modify and refine CALICO's core training curriculum to ensure that it reflects best practices for dealing with populations with disabilities.*

Kristy has begun to design a training curriculum to be used with first responders. She met with Ruth Greenberg, Case Management Supervisor at the Regional Center, to assist her in developing the training curriculum. Ms. Greenberg regularly conducts trainings for the Oakland Police Department about how to work with people with developmental disabilities. She will also attend CALICO's March Program Advisory Committee to share her expertise with the larger group. In addition, Wendy Dutton has also agreed to advise Kristy as she finalizes her curriculum in 2013. Further, Kristy has connected with Stacy Everson, Executive Director at SEEDS Educational Services, Inc. in San Diego. Ms. Everson has conducted trainings for law enforcement officers regarding a range of disabilities and ways to interact and not to interact with and assumptions to avoid when coming into contact with people with developmental disabilities. Kristy and Erin are currently working out arrangements to bring Ms. Everson and a colleague to Alameda County for a day to meet with CALICO's Program Advisory Committee and staff and provide training and consultation related to the goals of this project.

*Objective 2.2. Using the revised curriculum, conduct up to 16 trainings (or other venues for information sharing) reaching approximately 100 professionals.*

No progress to report at this time. Trainings will be scheduled for later in the project year after the curriculum is completed.

*Objective 2.3. Host CALICO's 16<sup>th</sup> Annual Collaborative Training, featuring experts on disabilities and victims.*

CALICO 16<sup>th</sup> Annual Collaborative Training, "A Multi-Disciplinary Approach to Supporting Victim's with Disabilities," has been scheduled for Tuesday, September 24, 2013 at the Marina Community Center in San Leandro. Based on past years' attendance, we estimate approximately 125-150 attendees. Kristy has confirmed keynote speaker, Dr. Scott Modell, Deputy Commissioner of the Tennessee Department of Intellectual and Developmental Disabilities, a nationally recognized speaker on developmental disabilities. Dr. Modell will conduct a two-part presentation. The learning objectives for the first session, "Children with Disabilities: Victimization, Sexuality and Communication," are as follows. Participants will:

- 1) Develop an understanding of why children with intellectual, physical and communication disabilities are more susceptible to sexual victimization;
- 2) Learn about strategies to reduce sexual victimization among children with intellectual, physical and communication disorders; and
- 3) Increase their knowledge regarding the identification and removal of physical and programmatic barriers to provide more effective services to child victim's with disabilities

The learning objectives for the second session, "Communication and Behavior; Its Impact on Responding to Crime Victims with Disabilities," are as follows: Participants will:

- 1) Be able to define behavior, understand the functions of behavior, and how to respond effectively;
- 2) Learn for four basic types of communication and how it relates to information gathering; and
- 3) Learn different types of augmentative and alternative communication as it relates to responding to crime victims with disabilities.

**GOAL 3: To prevent future victimization of disabled children, adolescents and adults.**

*Objective 3.1. Make recommendations for changes in practice and protocols for CALICO and partner agencies.*

No progress to report at this time. Activities are scheduled for later in the project year.

*Objective 3.2. Review Alameda County's multi-disciplinary protocol for responding to victims of violence and make recommendations for more effectively and directly addressing the needs of children, adolescents and adults with disabilities.*

No progress to report at this time. Activities are scheduled for later in the project year.

**2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.**

Kristy has begun to create a PowerPoint document to use at the trainings she will be facilitating later this year to first responders on how to handle cases involving people with developmental disabilities. Copies will be provided with the next progress report, once the PowerPoint is in its finalized form.

**3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.**

Thus far, CALICO has not experienced any delays or barriers affecting the project's implementation. It has already satisfied some of its goals, and is well on its way toward completing the others.

**4. Other comments**

**SCDD Cycle 35 Grants  
Progress Report Form****INSTRUCTIONS**

The quarterly report shall be completed using the following format provided in this report. Please submit an original report to Kristie Allensworth, SCDD, 1507 21<sup>st</sup> Street, Suite 210, Sacramento, CA 95811. Please provide a copy of your report to your local Area Board. Any questions on reporting or billing requirements should be directed to Kristie at [kristie.allensworth@scdd.ca.gov](mailto:kristie.allensworth@scdd.ca.gov) or (916) 322-8777.

Progress reports shall be submitted quarterly and must be submitted with the billing invoice. Reports are due 30 days following completion of the quarter. All reports must be current to have invoices processed.

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**SECTION A**

**Date:** January 15, 2013

**Contractor:** San Diego State University Research Foundation/Creative Support Alternatives

**Contract Number:** C35AB61213

**Name of Program:** Transition2Life Project

**Address/Location of Program:** P.O. Box 116; 65 E. St. Charles Street, Ste. B  
San Andreas, CA 95249

**Contact Person:** Mary Ellen Sousa-Hiner, Director

**E-mail Address for Contact Person:** Maryellen.sousa@gmail.com

**Telephone Number for Contact Person:** (209) 754-9956/office

**List any in kind/supplementary funds received and/or expended during this reporting period:**  
None

**Circle the Reporting/Billing Quarter Applicable:**

<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
(Due 1/31/13)	(Due 4/30/13)	(Due 7/31/13)	(Due 11/15/13)



## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

- 1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.**

Mary Ellen Sousa-Hiner serves as the Project Director. During Quarter 1, she has met with four prospective Peer Consultants across two counties. As a result of those meetings, the first selected Peer Consultant has gone through the process of learning about the T2L Project, interviewing, and completing the required consultant paperwork. Her paperwork has been submitted for hire. The second prospective Peer Consultant has also learned about the Project, completed the required consultant paperwork and it is being submitted shortly. Peer Consultant #1 is female, experiences significant physical disability, uses adaptive equipment, lives at home with her family, and participates in a local Transition Program. Peer Consultant #2 is male, experiences Down Syndrome, lives on his own (using Independent Living Services) with two housemates, and participates in a day program while pursuing paid employment. They reside in two of the three T2L Project counties and have been oriented to the T2L Project's goals and activities.

The Director conducted researched existing, as well as out-of-date, resource-type books and lists. These were used as an overall resource for exploring formats and scope of information. Additionally, informal telephone and in-person surveying was done to determine the most useful categories of information for inclusion in the T2L Resource Guide. These conversations/meetings resulted in confirmed Categories for the Guide, as well as an overall format/structure for it.

The T2L Director met with the DVD Team's staff to familiarize him with the desired T2L DVD product, scope, general purpose. (See #3. below for some challenges we've experienced in this area). It is hoped that the specific DVD Team members will be confirmed by late January.

Simple rules for the T2L Poster Contest were developed and await distribution in early February.

After researching a number of community locations, it was determined that the T2L Expo will be held at the Calaveras County Library, centrally located in San Andreas. This wheelchair accessible, free of charge, community facility provides a welcoming, appropriately-sized space with ample parking and public transit access. The Expo will be held September 20, 2013, as a culmination of the entire T2L Project.

**2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.**

Developed/distributed 11" x 17" T2L Project information poster; this poster shares the basic goals of the T2L Project, as well as activities. It is intended for sharing/use across environments. Distributed to high schools, Transition programs, adult service programs, VMRC staff. See Attachment A: T2L Project Poster.

Developed basic framework for T2L Resource Guide. Information categories include:

*(Insert Amador, Calaveras or Tuolumne)* COUNTY SPECIAL EVENTS

BEHAVIORAL HEALTH: (See Mental Health)

EDUCATION: Community College, Adult Classes, Learning Centers

EMERGENCY: Emergency Assistance Services

EMPLOYMENT: Job-Seeking Assistance, Employment Programs, Dept. of Rehab., VMRC Employment Programs

FINANCIAL COUNSELING/EDUCATION & SERVICES

FOOD & NUTRITION: Food & Nutrition Assistance, Food Banks

HEALTH: Clinics, Hospitals, Specialty Medical

HOTLINES: Abuse, Domestic Violence, Child & Adult Protective Services

HOUSING: Subsidized, Affordable, Programs & Resources; Household & Furniture Resources

INDEPENDENT LIVING/SUPPORTED LIVING SERVICES

IN-HOME SUPPORTIVE SERVICES

JOBS (See Employment)

LIBRARY: Locations, Services, Literacy Programs

MEDICAL: MediCal, MediCare Services

MENTAL HEALTH/BEHAVIORAL HEALTH: Counseling, Mental Health, & Crisis

MONEY (See Financial)

RECREATION: Fun Places/Things to Do, Programs/Supports, Community Resources, Exercise

RELIGIOUS ORGANIZATIONS: Programs, Services

RESPITE

SOCIAL SECURITY ADMINISTRATION

SUBSTANCE ABUSE RESOURCES

TRANSPORTATION

UTILITY ASSISTANCE

VALLEY MOUNTAIN REGIONAL CENTER

VOLUNTEERING: Programs, Resources

(Index) located in back of T2L Guide

Developed T2L Person-centered Planning Tool(s). See Attachments B & C: "My Life Timeline" tool and "What I Want, What I Need" tool.

**3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.**

The Project DVD team's role is clear; the mechanism to pay individual team members has been discussed at length. It is important to the Project that individual's get paid for their work directly, as opposed to paying a program that then pays each individual. Further, the editing tasks required for the T2L video are more extensive than initially realized. This has slowed the start of the video-taping somewhat, but the Director feels confident the process is now workable.

**4. Other comments:** None at this time.

**Attachments:** Please see Attachment A and B, following pages.

**SCDD Cycle 35 Grants  
Progress Report Form  
INSTRUCTIONS**

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Progress reports shall be submitted quarterly and must be submitted with the billing invoice. Reports are due 30 days following completion of the quarter. All reports must be current to have invoices processed.

The final Progress Report should be completed and submitted with the Final Report and any materials must be received within 45 days of the completion date of your contract.

**SECTION A**

**Date:** 1/21/2013

**Contractor:** UCP of SLO County

**Contract Number:**

**Name of Program:** Arts for Living

**Address/Location of Program:** 3620 Sacramento Dr., Suite 201,  
San Luis Obispo, CA 93401

**Contact Person:** Laura DeLoye

**Email Address for Contact Person:** [Ldeloye@ucp-slo.org](mailto:Ldeloye@ucp-slo.org)

**Telephone Number for Contract Person:** 805-225-6101

**List any in kind/supplementary funds received and/or expended during this reporting period:**

In order for sustainability and success of the Arts for Living program, the beginning of the new program and current fiscal restraints, it has been necessary to provide for in-kind hours in a 5:1 ratio for both staff members.

**Circle the Reporting/Billing Quarter Applicable:**

**1st Quarter**  
**(Due 1/31/13)**

**2nd Quarter**  
**(Due 4/30/2013)**

**3rd Quarter**  
**(Due 7/31/2013)**

**4th Quarter**  
**(Due 11/15/2013)**

## **SECTION B**

**Please report on the following for this quarter. You may use as much space as needed.**

**1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.**

Laura DeLoye and Rich Smucker were employed to research, organize and implement the various program elements. Music Clubs were introduced and commenced in October running through December at two San Luis Obispo County locations: San Luis Obispo and Atascadero. A total of 18 individual adults were served one or more sessions. Eleven adults participated in two or more sessions. Ten parents and caretakers were directly involved in the group processes in at least one of the Music Club sessions.

Ten community professionals collaborated with us and developing and rehearsing a big band music group (Swing for Joy) for engaging individuals with disabilities in performances. The debut engagement of this group occurred at the UCP Holiday Party in December. Social engagement skills were facilitated with several music oriented options during the event. Twelve individuals were directly engaged in the music performance oriented aspects of the event and over 40 individuals were instructed and engaged in the dance aspect of the event.

Three individuals and eight community members joined together to attend in a Community Performing Arts (CPArts) event in November.

Other outreach components and collaborations this quarter included discussions and presentations with: Parents Helping Parents, Adaptive Sports of Atascadero, Morro Bay High School Band, Atascadero Association of Retired Persons (AARP), Adult Services, Policy Council of SLO County, community members, parents, caregivers, individuals with disabilities, UCP's Open House and LEAP Day Program of Path Point.

**2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.**

Materials for translation of skills beyond the music settings will be developed in consortium with parents and caregivers during the 2nd and 3rd quarters.

**3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.**

The natural process of beginning new programming is continual education and communication of new ideas and program elements along with implanting the processes within the community. There was minimal difficulty and great support for the program offerings and future expansion of Arts for Living throughout the County.

Expanding the offering of programs has included several families requesting weekly group sessions. Those expansions will be implemented in the 2nd quarter. In addition, a new location for Music Club in South County (5 cities area) will be explored in the 2nd quarter.

In cases where individuals have physical and/or vocal expressive challenges, accommodations will continue to be designed and initiated in the second quarter. Some of the cases will require additional program expansion in order to secure appropriate equipment or design adaptive packages. Details of this will be developed on a case by case basis in the upcoming quarters.

**4. Other comments:**

Interleaving visual arts into the auditory processes and movement aspects of Music Club have been directly designed into the 2nd quarter activities. These elements are a direct natural expansion of the drumming interests of the participants and will include artistic design and building of personalized drums (floor tom design).

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**SCDD Cycle 35 Grants  
Progress Report Form**

**INSTRUCTIONS**

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**SECTION A**

**Date:** 1/31/13

**Contractor:** Boys & Girls Club of Simi Valley

**Contract Number:**

**Name of Program:** Friendship Club

**Address/Location of Program:** 612 B Spring Road, Suite 401, Moorpark, CA 93021

**Contact Person:** Sandi Lane

**E-mail Address for Contact Person:** [moorparknfl@sbcglobal.net](mailto:moorparknfl@sbcglobal.net)

**Telephone Number for Contract Person:** 805-552-1917

**List any in kind/supplementary funds received and/or expended during this reporting period:**

First Five Moorpark/Simi Valley Neighborhood for Learning – some program staffing, supplies and equipment, Moorpark Unified Facility Rental

**Circle the Reporting/Billing Quarter Applicable:**

<u>1<sup>st</sup> Quarter</u>	<u>2<sup>nd</sup> Quarter</u>	<u>3<sup>rd</sup> Quarter</u>	<u>4<sup>th</sup> Quarter</u>
(Due 1/31/12)	(Due 4/30/12)	(Due 7/31/12)	(Due 11/15/12)

## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.

Friendship Club meets 2-times a month, providing a volunteer to "Buddy Up" and play with a child with special needs for 1.5 hours each visit. The focus is for the child to feel like they can lead the play and make choices with what they want to do in the environment that is developmentally appropriate. The volunteer follows the child's lead making sure they are safe, play is appropriate and, most of all, having fun! In the life a child with special needs, their days are filled with school, therapies and meeting goals - leaving not much time to play and be a "kid". At the same, the families meet separately in another room. We have found this time to be filled with parent education and support. While all the families have something in common, a child with special needs, they are at different levels of meeting their child's needs. They all have something to share which makes the parent component a supportive learning environment for the families.

The parents meet in the school library and can participate in the focused discussion, or just take some time for themselves, as long as they remain on the premises.

For the parent component, Catherine, (First 5 Simi Valley staff), Silvia Trick and Kathy Yoder (parent volunteers), continue to plan the parent meetings. Catherine continues to be the time keeper of the meetings. Catherine also leads the opening of the meetings and Kathy Yoder adds to the meetings when needed. Silvia has elected to come out of the parent meetings to work with teens/children. Silvia and Kathy do an outstanding job supporting the parents and bringing in speakers of interest! It should be noted that our FC mom, Amy Smith, tried to do a music room for the buddies/children but it was too difficult with having her own 2 children in the program

The main coordination of Friendship Club is done by Sandi Lane and Mary Linn Daehlin. This involves recruiting and managing the teen volunteers and the participating families. Planning of activities and supervision on the Friendship Club days. Other First 5 Moorpark/Simi Valley staff assists on a rotating basis. There are activity facilitators that are assigned to the Art and other main activity areas.



## Summary of Activity for Fall Session

- **October:**
  - 10/20/12: 2<sup>nd</sup> FC: 40 teen volunteers; 37 children; 26 parents; 23 families; 9 staff; 3 volunteers – Silvia, Kathy, Amy, and 2 Activity Facilitators paid by grant (Jessica, Clare)
- **November:**
  - 11/3/12: 3<sup>rd</sup> FC: 36 teen volunteers; 32 children; 21 parents; 20 families; 8 staff; 2 volunteers – Silvia, Amy, 1 Activity Facilitator paid by grant (Clare)
  - 11/17/12: 4<sup>th</sup> FC: 28 teen volunteers; 24 children; 16 parents; 13 families; 6 staff; 1 volunteers – Kathy, 1 Activity Facilitator paid by grant (Jessica)
- **December:**
  - 12/1/12: 5<sup>th</sup> FC: 32 Volunteers; 33 children; 23 parents; 19 families; 8 staff; 2 volunteers – Silvia, Kathy, 1 Activity Facilitator paid by grant (Jessica)
  - 12/15/12: 6<sup>th</sup> FC: 28 volunteers; 26 children; 17 parents; 15 families; 6 staff; 2 volunteers – Jason Flame, Silvia, 2 Activity Facilitators paid by grant (Jessica, Clare)
  - 12/19/12: Volunteer Acknowledgement Celebration: 16 volunteers; 5 staff

2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.

N/A

3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.

As we continue/complete in our 4<sup>th</sup> session, we have definitely worked out some glitches from previous sessions. Our main glitch had been assigning children to volunteers (buddies) and trying to keep some consistency. Knowing which families and volunteers are coming simplifies the buddy assignments. We continue to work on getting everyone to RSVP. The First 5 Moorpark/Simi Valley staff continues to help out every FC meeting and we are very, very appreciative of their support.

3. Other comments –

## **FINAL REPORT**

**Cycle 35**

To be completed by November 15, 2012.

Name of Grantee: Boys & Girls Club of Simi Valley

Contract Number: **C35AB91213**

**Final Report:** The final report should include the last Quarterly Report along with this Final Report. The final report and all materials/products must be received within 45 days of the completion date of the contract.

Describe the major successes of the program/project, including how many people were served. If there was more than one component, break out attendance by event/activity.

Describe any serious problems encountered in developing the program/project and how the problems were resolved:

Describe any products (*e.g., manuals, training materials, etc.*) that were created as a result of the program/project. If available online, provide website link. Copies of these items must be provided to the Council with the final report.)

Based on your experience with this project, what advice would you provide to other agencies that may develop similar programs/services?

Your approved grant/contract described the anticipated outcomes of this project and how it would impact people with developmental disabilities. Please describe the actual outcomes and how they impacted individuals with developmental disabilities.

Describe your activities toward securing the continuation funding as outlined in your grant proposal, if applicable.

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**SCDD Cycle 35 Grants  
Progress Report Form**

**INSTRUCTIONS**

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**SECTION A**

Date: 01/25/2013

Contractor: GET SAFE

Contract Number: C35AB101213

Name of Program: *Get Safe's First Responder Training: Enhancing your Ability to Effectively Respond to Persons with Developmental Disabilities*

Address/Location of Program: 17602 17<sup>th</sup> Street, Ste. 102 #259 Tustin, CA 92780

Contact Person: Stuart Haskin

E-mail Address for Contact Person: [stuart@getsafeusa.com](mailto:stuart@getsafeusa.com)

Telephone Number for Contract Person: 714.834-0050 x.105

List any in kind/supplementary funds received and/or expended during this reporting period:

Circle the Reporting/Billing Quarter Applicable:

1<sup>st</sup> Quarter  
(Due 1/31/13)

2<sup>nd</sup> Quarter  
(Due 4/30/13)

3<sup>rd</sup> Quarter  
(Due 7/31/13)

4<sup>th</sup> Quarter  
(Due 11/15/13)

## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.

*As this first quarter largely reflects the "Planning and Development" phase of the project, no direct services have been provided yet. However, strong efforts have been made to complete the planning phase so as to move into the second quarter with executable plans. The following outlines the activities that Get Safe has performed this quarter, leading to completion of the "Planning and Development" phase, and ultimately the accomplishment of grant outcomes:*

- *Establishment of Get Safe staffing & key personnel for planning, coordination, and execution of the project:*
  - *Project Director: Ivy A. Carrete*
  - *Administrative Assistant: Cynthia Gomez*
  - *Training Specialists: Stuart Haskin and Dave Monderine*
  - *Peer Educator/Consultant: Arvin Sarroca*
- *Acquisition of broad direction and collaboration with Area Board X, including frequent communications with Melody Goodman, CPS II/LQA Coordinator. Ms. Goodman provided Get Safe with a list indicating which of the 7 regional centers in Los Angeles County were considered priority/most important to be reached through this project. As identified by AB X as the regional centers most underserved, Get Safe has focused on connecting with the following:*
  - *South Central Regional Center (SCLARC)*
  - *Westside Regional Center*
  - *North Los Angeles Regional Center*
  - *Eastern Los Angeles Regional Center*
- *Identification, coordination and solicitation of sites/organizations at which services can be provided.*
  - *South Central Regional Center (SCLARC) – Get Safe has maintained close communication with Crystal Smith, Parent Advocate of the Family Resource Center. Per Ms. Smith, SCLARC staff is definitely interested in receiving services and is trying to identify which group/subgroup of staff would stand to gain the most from the training.*
  - *Lanterman Regional Center – Maureen Wilson, Director of Training, has identified a group of Disaster Preparedness Coalition, for whom she would like the training curriculum to be customized to better fit with the needs of disaster*

preparedness staff. As such, Get Safe has been adjusting the training outline to suit the needs of this specific group of staff.

- Los Angeles County Sheriff's Department – Chief Lang has been in communications with Get Safe. Given interest in the project's services, Get Safe is awaiting word from Chief Lang after his discussion with command staff for possible training dates.
- Development of proposed presentation outlines.
  - Topics for first responder training presentations to include, but not limited to:
    - Awareness & understanding of people with developmental disabilities (i.e., how different diagnoses pose different communication/awareness challenge)
    - Role of first responders (e.g., officer & community safety tactics, avoiding triggers, etc.)
    - Creating safe verbal and non-verbal communications
    - De-escalation and problem-solving in the field
- Development, finalization and submission for approval from Area Board X staff of promotional materials, including but not limited to: flyers and resource guide (still in creation.)

**2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.**

*Get Safe has focused on developing promotional materials to create awareness of the first responder training workshops, as well as accompanying presentation materials for workshop participants. Marketing content flyers have been created (Copies of templates are enclosed.) Marketing materials will be customized for each individually scheduled event, complete with date, time, location and contact.*

*A program Resource Guide is currently in development; the Resource Guide will be created as a standard document for all four workshops, with the exception of any possible minor, necessary modifications. In addition, First Responder Community Reference Cards will be created for participants to take back to their respective agencies. These FR Cards will include a list of communication challenges and behaviors for quickly recognizing persons with disabilities in the community and will be conveniently sized to fit in a pocket/wallet.*

**3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.**

*Through its communications and coordination efforts with various agencies, Get Safe has received some feedback indicating that the 3-hour training time frame may be somewhat problematic due to time restraints of staff participants. It appears that various staff members would be more likely to accommodate a shorter training time frame with their work schedules/shifts. Get Safe has discussed this information with Ms. Goodman, offering to decrease the training time frame per session, but allowing for an increase in the number of total training sessions. Get Safe is currently awaiting a*

*decision by Area Board X regarding the approval of the proposed change and stands ready to execute the project however decided by Area Board X.*

#### **4. Other comments**

*Get Safe believes that the project remains on schedule, with the goal of completing 2 of the first responder trainings within the second quarter. The following are focal points to be executed during the second quarter:*

- *Provision of the majority of direct services.*
- *Development and implementation of registration materials for all trainings.*
- *Securement and confirmation of dates and locations for remaining workshops.*
- *Negotiation of project sub-contracts, including but not limited to: guest speakers and presenters, training, materials and merchandise, or special services.*
- *Continued dissemination of promotional marketing flyers; creation of revised flyers.*
- *Dissemination of promotional materials to lead personnel from Area Board, Regional Centers, and appropriate community organizations and hosting agencies for the purposes of e-mailing, takeaways, etc.*
- *Finalization and production of a standard program Resource Guide for training.*

**AGENDA ITEM DETAIL SHEET**  
**Agenda Item 5**

**ISSUE: Status and Review of Area Board Mini Grants for Cycle 35**

**SUMMARY:** The Council dedicated \$20,000 to each Area Board to award grants related to State Plan Goals of importance to their local areas. The PDC will review the grants and the first quarter reports of progress. This review will inform discussion of Cycle 36 Area Board grants, Agenda Item 6. PDC will also review the format of progress reports to determine if appropriate to their needs.

**COUNCIL STRATEGIC PLAN GOALS/OBJECTIVES:** N/A

**PRIOR COUNCIL ACTIVITY:** N/A

**BACKGROUND:** PDC is responsible for periodically reviewing progress on grants. The PDC uses these reviews to inform decision process on future grants.

**ANALYSIS/DISCUSSION:** N/A

**STAFF RECOMMENDATION(S):** N/A

**ATTACHMENT(S):** List of Cycle 35 grants. First quarter progress reports for Cycle 35 Area Board Mini Grants.

**PREPARED:** Mark Polit, April 11, 2013



AB 12

**SCDD Cycle 35 Grants  
Progress Report Form**

**INSTRUCTIONS**

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Progress reports shall be submitted quarterly and must be submitted with the billing invoice. Reports are due 30 days following completion of the quarter. All reports must be current to have invoices processed.

The final Progress Report should be completed and submitted with the Final Report and any materials must be received within 45 days of the completion date of your contract.

**SECTION A**

Date: 01/25/2013

Contractor: GET SAFE

Contract Number: C35AB121213

Name of Program: *Get Safe's Home Ownership for Persons with Developmental Disabilities, Made Easy Workshops*

Address/Location of Program: 17602 17<sup>th</sup> Street, Ste. 102 #259 Tustin, CA 92780

Contact Person: Stuart Haskin

E-mail Address for Contact Person: [stuart@getsafeusa.com](mailto:stuart@getsafeusa.com)

Telephone Number for Contract Person: 714.834-0050 x 105

List any in kind/supplementary funds received and/or expended during this reporting period:

Circle the Reporting/Billing Quarter Applicable:

1<sup>st</sup> Quarter  
(Due 1/31/13)

2<sup>nd</sup> Quarter  
(Due 4/30/13)

3<sup>rd</sup> Quarter  
(Due 7/31/13)

4<sup>th</sup> Quarter  
(Due 11/15/13)

## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.

*As this first quarter largely reflects the "Planning and Development" phase of the project, no direct services have been provided yet. However, strong efforts have been made to complete the planning phase so as to move into the second quarter with executable plans. In addition, 2 of the 4 Home Ownership Workshops have been tentatively scheduled to occur within the second quarter. The following outlines the activities that Get Safe has performed this quarter, leading to completion of the "Planning and Development" phase, and ultimately the accomplishment of grant outcomes:*

- Establishment of Get Safe staffing & key personnel for planning, coordination, and execution of the project:
  - Project Director: Casey Gomez
  - Administrative Assistant: Cynthia Gomez
  - Training Specialists: Stuart Haskin and Dave Monderine
- Acquisition of broad direction and collaboration with Area Board XII Executive Director Vicki Smith and Community Program Specialist II Shannon Meehan.
  - A primary strategy and scheduling meeting occurred on 11/07/12. Get Safe and Area Board staff discussed suggested/required workshop content and proposed several tentative dates.
- Identification, coordination and solicitation of sites/organizations at which services can be provided, with 2 of the 4 Home Ownership Workshops scheduled.
  - AltaOne Federal Credit Union
    - Reserved the Community Conference Room for the Bishop Workshop
    - Tentatively scheduled to occur 01/25/2013.
  - Mammoth Lakes Library
    - Reserved Meeting Room for the Mammoth Workshop
    - Tentatively scheduled to occur 01/26/2013

- *Identification, coordination and solicitation of sites/organizations at which services can be promoted for the January workshops in Bishop (01/25/13) and Mammoth (01/26/13). The following sites/organizations have been contacted and/or procured:*
  - *IMAH*
    - *Contacted Beth Himelhoch for assistance in presentation development, as well as dissemination of promotional materials.*
  - *Kern Regional Center*
    - *Contacted Jeffrey Popkin for assistance in dissemination of promotional materials*
- *Development of proposed presentation outlines.*
  - *Topics for home ownership presentations to include, but not limited to:*
    - *Pre-purchase preparation (Is home ownership/rental right for me?)*
    - *Basic legal rights (ie. Fair Housing Act) and financial assistance for persons with developmental disabilities who are interested in purchasing/renting a home*
    - *How to be a good neighbor*
    - *Living in a new community and living independently*
    - *The importance of credit (proposal of offering free, on-site credit checks)*
- *Identification, coordination and solicitation of potential guest presenters (i.e., peer representative, real estate agent/Realtor, bank/financial expert, community representatives, etc.).*
  - *Contacted Corinna Korpi, Bishop MSC Manager, for assistance as a presentation guest speaker.*
  - *Contacted Donnie Tobias for assistance as peer representative.*
- *Development, finalization and submission for approval from Area Board XII staff of promotional materials, including but not limited to: flyers and resource guide (still in creation.)*

**2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.**

*Get Safe has focused on developing promotional materials to create awareness of the Bishop and Mammoth Workshops scheduled in January, as well as accompanying presentation materials for workshop participants. Templates for marketing flyers have been created (Copies of templates are enclosed.) Marketing materials will be customized for each individually scheduled event, complete with date, time, location and contact.*

*A program Resource Guide is currently in development; the Resource Guide will be created as a standard document for all four workshops, with the exception of any possible minor, necessary modifications after the first workshop(s) are provided.*

### 3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.

*Some initial concerns arose regarding attendance at the Bishop and Mammoth workshops scheduled for the end of January 2013. During the "Planning and Development" phase, Get Safe staff realized that the intended audience for this project is highly-specific, and the population of persons with developmental disabilities in the Bishop & Mammoth areas is fairly small. As a result, Get Safe staff spent additional time collaborating with Area Board XII staff and local representatives to brainstorm appropriate organizations/groups that could (and would be willing to) disseminate marketing flyers to clients who may be interested in home ownership.*

*Get Safe staff ultimately recognized the need to "open" its audience, and has since decided to market not only to persons with developmental disabilities who are interested in home ownership, but also to persons with developmental disabilities who are interested in learning about independent living in general. While someone may not be ready nor actively looking to purchase a home at this moment, it is still beneficial to begin learning about the process now, to prepare for the future. Get Safe has also crafted a press release for the January Workshops with the intention of submitting it to local media, in an effort to increase attendance.*

### 4. Other comments

*Get Safe believes that the project remains on schedule. Completion dates for trainings are slated to occur no later than May 2013. The following have been identified as the focal points to be executed during the second quarter:*

- Provision of the majority of direct services.*
- Development and implementation of registration materials for all trainings.*
- Securement and confirmation of dates and locations for remaining 2 workshops; workshops may be scheduled in Riverside and San Bernardino.*
- Negotiation of project sub-contracts, including but not limited to: guest speakers and presenters, training, materials and merchandise, or special services.*
- Continued dissemination of promotional marketing flyers; creation of revised flyers for Riverside and/or San Bernardino trainings.*
- Dissemination of promotional materials to lead personnel from Area Board, Regional Centers, and appropriate community organizations and hosting agencies for the purposes of e-mailing, takeaways, etc.*
- Finalization and production of a standard program Resource Guide for training.*

**SCDD Cycle 35 Grants  
Progress Report Form**

**INSTRUCTIONS**

The quarterly report shall be completed using the following format provided in this report. Please submit an original report to Kristie Allensworth, SCDD, 1507 21<sup>st</sup> Street, Suite 210, Sacramento, CA 95811. Please provide a copy of your report to your local Area Board. Any questions on reporting or billing requirements should be directed to Kristie at [kristie.allensworth@scdd.ca.gov](mailto:kristie.allensworth@scdd.ca.gov) or (916) 322-8777.

Progress reports shall be submitted quarterly and must be submitted with the billing invoice. Reports are due 30 days following completion of the quarter. All reports must be current to have invoices processed.

The final Progress Report should be completed and submitted with the Final Report and any materials must be received within 45 days of the completion date of your contract.

**SECTION A**

**Date:** January 18, 2013

**Contractor:** Interwork Institute's Creative Support Alternatives/SDSU Research Foundation

**Contract Number:** C35AB131213

**Name of Program:** Take Charge: Leading the Transition to Adulthood

**Address/Location of Program:** 3590 Camino del Rio North #121 San Diego, CA 92108

**Contact Person:** Kristoffel van de Burgt & Caren Sax, EdD

**E-mail Address for Contact Person:** [kvandeburgt@gmail.com](mailto:kvandeburgt@gmail.com) & [csax@mail.sdsu.edu](mailto:csax@mail.sdsu.edu)

**Telephone Number for Contract Person:** 619-668-2228 & 619-594-7183

**List any in kind/supplementary funds received and/or expended during this reporting period:**  
None

**Circle the Reporting/Billing Quarter Applicable:**

1<sup>st</sup> Quarter  
(Due 1/31/13)

2<sup>nd</sup> Quarter  
(Due 4/30/13)

3<sup>rd</sup> Quarter  
(Due 7/31/13)

4<sup>th</sup> Quarter  
(Due 11/15/13)

## SECTION B

Please report on the following for this quarter. You may use as much space as needed.

1. Describe activities leading to accomplishment of grant outcomes. Identify staff, consultants and collaborators who contributed during this quarter. Include all services provided and the number of individuals served. If you did not provide any services during this quarter, please state why and when services will begin.
  - *Completed the following workshops in effort to recruit transition students to participate in project and generate interest in the project:*
    - *8/15/12 - Person Centered Planning workshop at San Diego Regional Center (SDRC) - South Bay with (POT) Point of Transition group including transition teachers, SDRC Service Coordinators, rehabilitation supervisor (N=23)*
    - *9/19/12 – Point of Transition Service Integration Project (POTSIP) presentation for Take Charge at San Diego Department of Rehabilitation (DOR) including representatives from Transition Resource for Adult Community Education (TRACE), DOR, SDRC, The ARC, College 2 Career (C2C), etc. (N=18)*
    - *9/26/12 – Area Board 13 Transition Meeting: Update on Take Charge.*
    - *10/3/12 – North County POTSIP at San Marcos SDRC including SDRC Service Coordinators, Transition teachers from Poway School District, etc. (N=24)*
    - *11/28/12 – TASH Conference Wednesday Workshops in Long Beach, CA co-presented with Sheryl Bobroff from The Institute for Effective Education (IEE) on Translating the Person Centered Plan (PCP) to the IEP or ITP. (N=20) Through Person-Centered Plans, individuals share information with their support network to plan for their future. A valuable outcome from the PCP meeting is an action plan used for IEP/ITP goal development, including facilitating self-determination, community integration, education, and employment. People with disabilities, families, and educators will see specific examples of how to develop meaningful goals based on information from their PCP.*
  - *Completed the following trainings for graduate students on how to facilitate and record Person-Centered Planning meetings. The objective was to introduce the background, philosophy, and process to students from SDSU's Rehabilitation Counseling program in order to select 4-6 students to work with the project.*
    - *10/12/12 – Overview of PCP, provide examples, and explained roles expected for the project – 10 graduate students in attendance.*
    - *10/26/12 – Continuation of First PCP training, provided examples, roles, and hands-on activity working in pairs to record the history of each other via pictures and words – 11 graduate students in attendance.*
    - *11/16/12 – Graduate students observed a PCP with Luke, Joyce, and Luke's support person and the plan was performed by Dr. Sax and Melissa Hough.*

- 11/30/12 – Role Playing with the graduate students to conduct PCPs with the roles changing for facilitator, recorder, and focus individual.
- 12/13/12 – PCP with consumer of SDRC. All four graduate students had an opportunity to either facilitate or record for the meeting along with Dr. Sax and Melissa Hough.

Total number of participants (transition teachers, SDRC service coordinators, rehabilitation counselors/supervisors, family members) attending training workshops: 85

Total number of graduate students trained: 15

Total number of transitioning youth who were focus individuals: 2

- Project staff are:
  - Principal Investigator – Dr. Caren Sax
  - Project Director – Kristoffel van de Burgt
  - Project Coordinator – Melissa Hough
  - Graduate Student Consultants – Jonathan Deguzman, Aracely Olmeda, Tayler Nichols, and Katrina Larsen
  - Peer Consultants - TBD

2. Please provide an update on the status of any materials that are being developed, if applicable. Please provide copies if available.

- We are working with Interwork's Center for Distance Learning to design the Take Charge website, linked to both the CSA and Interwork sites. The website should be launched in the next quarter.
- Presentations have been developed and used at meetings and conferences in order to get people interested in the grant and to present to other professionals and family members. (see attached). Additional presentations will be created when Peer Consultants are identified and chosen by the grant to be used in future training workshops, conferences.
- Materials are under development to provide guidelines for facilitators/recorders; guidelines for families to prepare for the meetings

3. Identify any delays or barriers affecting the project's implementation and the steps you have taken to eliminate the delays or barriers.

- Grant activities are on track, and planning meetings are currently being scheduled for the next 5-6 months. As we conduct more plans, we will have opportunities to recruit Peer Consultants.
- One change: Originally we budgeted to have 6 SDSU Graduate students performing the plans; however, only 4 students qualified to be hired on the project. The students have committed to complete the targeted number of planning meetings and the amount budgeted will be re-distributed to the 4 students.

4. Other comments

- Due to delays with setting up a financial reporting structure within SDSURF for the AB13 grant, no expenses were recorded into the fund for Quarter 1. Therefore, expense reimbursement for Quarter 1 will be recorded into the fund in Quarter 2 to accurately represent all expenses of the project.

**AGENDA ITEM DETAIL SHEET**  
**Agenda Item 6**

**ISSUE:** Recommendation for Cycle 36 Area Board Mini Grants

**SUMMARY:** Based in part on review of Cycle 35 Area Board mini grants, PDC will make a recommendation to Council for Cycle 36 Area Board mini grants.

**COUNCIL STRATEGIC PLAN GOALS/OBJECTIVES:** N/A

**PRIOR COUNCIL ACTIVITY:** N/A

**BACKGROUND:** N/A

**ANALYSIS/DISCUSSION:** N/A

**STAFF RECOMMENDATION(S):** N/A

**ATTACHMENT(S):** Proposed Timeline for Cycle 36 Area Board mini grants. Input from Area Boards 9, 10, and 11.

**PREPARED:** Mark Polit, April 11, 2013



**Proposed**  
**Area Board Mini Grant**  
**Cycle36 RFP Timeline**

PDC Recommendations to Council	<b>April 23, 2013</b>
Council Reviews PDC recommendation	May 15
PDC Approve Standard RFP	May 23??
Public Announcement	<b>June 18</b>
RFP Deadline	July 18, 2013
Area Board Review & Selection	July 19 – August 19, 2013
AB recommendations to PDC	August 20, 2013
PDC Reviews	<b>Early September</b>
PDC Reports to Council (for approval)	September 18
Public Notice	September 19
Protest Period	September 19-29, 2013
Award Notification	September 30, 2013
Grant Processing	September 30 – October 31, 2013
Anticipated Start Date	November 1, 2013

## Area Board 9

### Report to PDC April 23, 2013

Current Cycle 35 Grants

State Plan Goal #13

#### **Goal #13**

Individuals with developmental disabilities and their families have access to community based services and supports available to the general population (such as recreation, transportation, childcare, etc.) that enable them to live productive and inclusive lives.

**Areas of Emphasis:** Formal and Informal community supports

Grantees:

- **Arts for Living:** A community based group engaging adults with developmental disabilities in community development through inclusion in the Arts. The program develops skills for the expansion of personal expression, group interaction and socialization, and strengthening community connections.
- **Friendship Club:** A community based group that pairs up youth with developmental disabilities with non-disabled youth for activities in the community. The program promotes socialization, group interaction, and personal expression. While the youth are doing their activities, parents attend support groups for general support and informational on services and their rights.

Recommendations for Cycle 36 Local Grants (10/1/13—9/30/14) :

For Grant Cycle 36, Area Board 9 would like to continue to focus on state plan goal #13. With budget cuts for the past 4 years, social and recreational programs for people with developmental disabilities have all but disappeared. State plan goal #13 allows us to continue to support innovate community based groups to fill that void until traditional funding sources become more readily available. Thus our recommendations would be supporting socialization and recreational programs for children and adults with developmental disabilities.

## **Area Board XI**

### **Report to PDC - April 23, 2013**

#### **Current Cycle 35 Grants**

**STATE PLAN GOAL #1-** Individuals with developmental disabilities have the information, skills, opportunities and support to advocate for their rights and services and to achieve self-determination, independence, productivity, integration and inclusion in all facets of community life.

#### **Get Safe's Self-Advocacy Group Leadership Boot Camp: Leading Self, Leading Others**

ABXI's grantee, Get Safe, has facilitated the development of a diverse and growing self-advocacy group with a strong core that includes ABXI's representative to the Statewide Self-Advocacy Network (SSAN).

Following last September's Area Board XI/Get Safe 2012 Conference for Orange County Self-Advocates, the first official meeting of the new Orange County self-advocate group was held on December 5, 2012. Meetings have focused on leadership and developing the group's mission and how members can grow the group by using social media, as well as word of mouth. Members have agreed that they want to establish themselves as a group that both focuses on improving their own and others' self-advocacy skills and gives back to the community.

Attendance during the succeeding meetings fluctuated and several members reported that transportation problems with OCTA's ACCESS were a barrier that precluded steady attendance. Group members requested a meeting with OCTA's ACCESS supervisor and shared their transportation issues with her at a subsequent meeting. She advised the group that she will personally investigate their issues and asked them to contact her directly re any future problems.

Members enthusiastically participated in the inaugural Leadership Boot Camp Class – *Lead Self, Lead Others!* and followed up in the next meeting by developing the group's mission and vision statements. The self-advocates will work on developing a group name and logo at the next meeting, as well as discuss the nomination and election of officers.

**STATE PLAN GOAL #8** - Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in inclusive and gainful work opportunities.

**North Orange County Community College District's School of Continuing Education's Hands On Job Training Project**

With the funding from Area Board XI, SCE was able to hire a new job coach to assist with training and supporting twelve (12) students in a variety of jobs on two college campuses. The jobs include busing tables in the college food courts; working in the college preschool; maintaining equipment in the gymnasium; and working in the college's horticulture department. Project staff continue to add responsibilities to the students' jobs and have created portfolios for each, which will also be used by instructors to encourage and promote awareness of the program on campus and develop new job sites.

Project staff report that as the two campuses are now more aware of the abilities, talents, and services that the students can provide, they plan to approach the departments of cosmetology, automotive, and culinary arts about expanding the project. They also report a significant change in attitude by other students who had never before shown an interest in working. After witnessing the excitement and pride of their peers, more students are now inquiring about how they, too, can join the project.

**Recommendations for Cycle 36 Local Grants (10/1/13—9/30/14):**

Area Board XI's Executive Committee has recommended that RFPs for 2013-14 grants address further development in the areas of employment and/or self-advocacy, in light of the recent progress made in these areas, which have historically lacked adequate funding in Orange County.

## Area Board 10

### Report to PDC April 23, 2013

#### **Current Cycle 35 Grants**

##### **State Plan Goal #4:**

Public safety agencies, other first responders and the justice system get information and assistance to be knowledgeable and aware of the needs of individuals with developmental disabilities so they can respond appropriately when individuals with developmental disabilities may have experienced abuse, neglect, sexual or financial exploitation or violation of legal or human rights.

Area Board 10 has provided a grant to Get Safe in order to implement State Plan Goal #4. Get Safe has provided their first quarter report which reflected the planning and development phase consistent as outlined in the contract. Get Safe will be providing a workshop for self-advocates on April 27 pertaining to personal safety. AB 10 looks forward to Get Safe's second quarter report, which is due 4/30.

**Recommendations for Cycle 36 Local Grants (10/1/13—9/30/14):** the Area Board 10 Board of Directors met on April 4<sup>th</sup> and discussed its preferences for what subject area(s) to award mini-grants for Cycle 36. Through consensus, the Board decided to focus on employment or safety, both of which AB 10 is limited in its ability to significantly impact. The Board, which meets monthly, plans to finalize its recommendation as it nears the imminent planning period and evaluates the impact, if any, of current events and news.

## **AGENDA ITEM DETAIL SHEET**

### **Agenda Item 7**

**ISSUE:** Recommendation to Council on holding funds for possible year two extension of JNCS transition grant.

**SUMMARY:** The Council awarded the first year of a two year grant proposal from JNCS for a demonstration project on the employment of transition age youth. The Council expressed an interest in potentially funding the second year, if first year outcomes warranted the extension. The PDC must decide if it wants to recommend to the Council holding the necessary funds available for the second year, and decide on a timeline and procedure for those decisions.

**COUNCIL STRATEGIC PLAN GOALS/OBJECTIVES:** **Goal #6:** Young adults with developmental disabilities and their families get the information and support to be prepared for and experience a successful transition to adult life. **Goal #9:** Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in inclusive and gainful work opportunities.

**PRIOR COUNCIL ACTIVITY:** The Ad Hoc PDC Review Committee recommended to the Council that the first year of the two year JNCS/Easter Seals grant be funded; but that the second year of the grant should only be funded pending a review of grant outcomes once the first year of the grant is well under way. The Council accepted the recommendation of the Ad Hoc Committee.

**BACKGROUND:** The JNCS/Easter Seals contract was approved on February 8, 2013. JNCS is working with families and youth in the LA area and Easter Seal of Southern California in the San Diego area. Committee staff paid a site visit to JNCS to meet with the project team after 5 weeks of implementation. Staff reported to Council on March 20 that the work of the grant was well underway.

**ANALYSIS/DISCUSSION:** Staff does not recommend initiating a new state grant process for Cycle 36, as the Council and PDC is reviewing its process for identifying priorities for funding and establishing procedures for the grant making process. Thus funding will be available should the Council decide to fund the second year of the JNCS grant.

The JNCS/Easter Seals project is very promising. The project uses state of the art methods of customized employment and discovery process, involves families, school staff, regional center service providers, regional centers, and Department of Rehabilitation. The initial response from families in the LA and San Diego areas has been enthusiastic, as the project shows them possibilities for their children that they had never imagined. The team has been successful so far in reaching out to diverse communities, with 100% of families and youth who had applied at the time of the staff visit are from diverse communities. In San Diego, Easter Seals has found a hunger among school transition staff for new methods to serve their students. Department of Rehabilitation in Southern California has expressed a great interest in these new methods, as they are concerned with the wave of autism children who are now reaching transition age, and requiring different approaches.

The Ad Hoc Review Committee also emphasized the importance of statewide grants leading to replication and systems change. This grant is positioned well to achieve those objectives through their teamwork with the two largest school districts in the state, the quality of the methods used, and the quality of the project team.

Recent news reports highlighted a case of abuse of a former JNCS client. Staff has been in regular contact with and has been gathering information from the agency. The Executive Director of the agency met with the Executive Committee of the Council to give background on the measures they take to train staff, prevent abuse, how they respond to situations that arise, and how they have called in outside expertise to review their internal controls and procedures. The Executive Committee took no further action.

**STAFF RECOMMENDATION(S):** Recommend that the Council hold \$360,000 for potential funding of the second year of the JNCS grant proposal. Funding for a second year would be contingent on a recommendation by the PDC to November Council meeting. In early November, the PDC will meet and review the project outcomes documented in the third quarter report (submitted by October 30) as compared to the projects work plan.

**ATTACHMENT(S):** JNCS deliverables years one and two.

**PREPARED:** Mark Polit, April 11, 2013

**An outcome-orientated evaluation plan for Year 1 (Deliverables) that is consistent with the goals and objectives of the project**

We will evaluate the success of our project by the accomplishment of the following deliverables:

1. Provide Customized Employment ACRE boot camp training for 25 staff and interested others.
2. Build relationships with advocacy and parent groups and high schools. Provide introduction immersion training on transition and customized employment to a minimum 300 families in Southern California.
3. Recruit 60 participants who we will help develop employment teams to support the development of customized employment outcomes and targeted secondary education.
4. Develop "Family Directed Discovery" strategies and "Parent to Parent" groups to maximize social capital, also focused on maintaining these relationships to promote sustainability long after the grant is over.
5. Train 60 teams on the customized employment strategies
6. Develop a "Fast Launch Fund" for \$20,000 to develop paid industry specific internships for students/jobseekers, and to fund communication devices, resource ownership/equipment, and business startup costs. The "Fast Launch Fund" will be funded by the partnering organizations.
7. Develop 55 employment plans for participants that are based on what we have learned during the discovery process.
8. Implement employment plans and develop 5 internships, 15 typical wage positions, 10 carved jobs, 5 examples of resource ownership positions, 3 small businesses, 5 individuals receiving training and support on targeted post-secondary education.
9. Develop follow along support services for all employed participants with the adult service system.
10. Develop at least two Plans for Achieving Self Support (PASS)
11. Develop social media to highlight the project

**Outcome-orientated evaluation plan for Year 2 (Deliverables) that is consistent with the goals and objectives of the project**

If we are funded for a second year of this comprehensive project, we will evaluate the success of the project by accomplishing the following deliverables:

1. Work with an additional 40 students and recent graduates and their teams on the discovery process.
2. Work with participants to develop 20 additional typical wage jobs
3. Assist in the development of 15 additional carved jobs and 4 additional examples of resource ownership.
4. Continue to work with families and teams from year one for those individuals who still are in school and /or require support in attaining employment.
5. Continue to provide support for those individuals who are in the process of developing a business.
6. Now that the project has gained traction we will develop Community Action Teams for



and with both partnering organizations. The Community Action Teams will be made up of supportive business owners, community leaders, board members, vocational rehabilitation DOR staff, grant staff and employment specialists.
7. Develop relationships with six additional high schools for the project.
8. Provide training on transition and customized employment for an additional 200 parents highlighting the successes from year one.
9. Develop one additional revolving loan fund to support the development of self-employment options.
10. Develop sustainability plans with families and school districts where the high schools are providing customized employment services before graduation (through contracts with adult providers or other means).
11. Develop 3-5 additional funding sources to help sustain the efforts attained during the first two years of the grant.
12. Present findings from the grant at 3 state or national employment conferences.
13. Work with schools to incorporate this model into their system.

**A data collection and reporting system. Non-confidential individualized data along with overall data regarding the status and outcomes of the project shall be made available to the Council**

We will collect data and report on the project's progress with the following activities:

- Beginning with the Boot Camp, Customized Employment staff training satisfaction surveys will be collected on the value of the training and reported to the council on a quarterly basis. Feedback from these trainings will be used to improve what is being taught and its effectiveness.
- We will also be collecting data on the number of families and teams trained on transition and customized employment along with their feedback.
- The number of people from diverse cultures and with significant challenges to integration served and attaining gainful employment.
- The number of families participating in the "Parent to Parent" groups."
- We will collect quantitative and qualitative data on participants going through the discovery process, attending paid internships, jobs developed, good stories, hours worked, wages earned, business plans written, resource ownership, businesses started.
- Number of high schools and staff participating and roles.
- Number of vocational rehabilitation staff participating and roles.
- Other blended funding sources we are able to use and amounts for employment etc... Along with any other information that people might want to know.

We will provide all required reports for the project including quarterly reports using DD Suite. We will also provide a final report in the required format within 45 days after contract completion. We will include camera ready or master copies of any materials which are created for the project.

## Program Design & Sustainability

This project seeks to demonstrate a radically different way to look at transition particularly between the ages of 17-21. Our school systems spend countless dollars on assessing people's deficits and inventing "simulated" ways to prepare people for jobs that typically do not exist in today's economy.

Our program design is built for sustainability of higher quality employment outcomes to *frequently occur before* graduation. These outcomes will help school districts to improve their scores for indicator 14 and will cause more of the adult system funding to be spent on employment to maintain these positions versus "job readiness." Through **'Family Directed Discovery'** and **"Parent to Parent"** support and communication, future families will begin to expect these type of outcomes for their children. Enlisting the greater community into the employment process will help us to use the "social capital" of families, friends, community leaders, that they did not even know that they had. The agencies involved in this grant have committed to continuing the Parent Support Groups beyond the life of the grant using other sources of funding.

These types of changes have already begun to occur in other communities and states. The state of Maryland has now committed to using vocational rehabilitation funding for community rehabilitation programs to work with students to attain employment outcomes before graduation.

Providing transition and customized employment trainings to families between the ages of "14-17" will increase awareness of the need to start early, the need to advocate for paid employment in integrated community settings before graduation. Based on the expectations of better informed parents will increase the number of young people deem "employable" by the adult system.

Two influential adult service providers are going to be well trained and able to provide this service for other students and young adults in future years. Almost all resources of the grant will be used in the field teaching others how to perform the discovery process, blend funding, and develop employment outcomes. GHA will provide extensive materials in hard copy, alternative formats, and on CD for all trainings and as resource references. We will also post materials on the project social media outlets. Materials include sample business plans, sample PASS Plans, Discovery forms, reading, etc. The grant manager and coordinators will maintain regular phone and email contact with staff, families, and teams regarding employment development issues; assists with SSA Work Incentives applications (e. g. PASS, Subsidy) to bring in additional funding and support options.

Both Jay Nolan Community Services and Easter Seals Southern California have regional center vendored programs that can provide customized employment services to individuals who are eligible for these services. The project will work with the school systems to enlarge their capacity

to provide these services or to contract with adult service providers such as JNCS and Easter Seals to provide the services for them.

We will be focusing on the system change elements that are needed to sustain customized employment as an option in the future. We will be facilitating dialogue between schools systems, Department of Rehabilitation, Regional Centers, and adult service providers to find ways to work together to sustain better outcomes for students exiting high school.

The materials created for the project will be available on Jay Nolan Community Services' website. We will be presenting the outcomes from the project at local and national conferences. We will continue to present informational sessions for families and young people with disabilities on employment options after high school.

Line Item	2013	Other Costs	2014	Other Costs	Total
<b>A. Personnel Services</b>					
Project Manager and Griffin Hammis Consultant/Trainer (1) (on contract)					
130 hr/month project management	\$69,495		\$69,495		\$138,990
12 days of training/year	\$18,000		\$18,000		\$36,000
Project Leads (2)					
Qualifications enhanced to be Asst. Project Manager 40/wk @ \$18/hr	\$33,488	\$3,952	\$33,488	\$3,952	\$74,880
Regular Lead 40/wk @ \$16/hr	\$33,488		\$33,488		\$66,976
Employment Specialists (4)					
40/wk @\$14/hr	\$116,480		\$116,480		\$232,960
Logistics Coordinaor (1)					
25 hr/wk @ \$10.5/hr	\$13,650		\$13,650		\$27,300
Benefits @ 25% of salaries	\$49,277		\$49,277		\$98,553
<b>B. Consultant/Subcontractors</b>					
Co-trainers (people w/disabilities who are working and family members) \$100/session-10 people	\$1,000		\$1,000		
<b>C. Travel Costs</b>					
7 staff/200mi/mo each @ 55.5¢/mile	\$9,324		\$9,324		\$18,648
In state travel expenses for Project Manager (gas, car, lodging, etc.) @ \$465/mo	\$5,580		\$5,580		\$11,160
Out of state Travel costs		\$22,960		\$22,960	\$45,920
<b>D. Operating Costs</b>					
Release time for teachers to attend training (pay for subs, travel costs, etc.)	\$10,000		\$10,000		\$20,000
Materials and supplies (notebooks, training manuals, copying, training supplies, mailings, advertising, etc.)		\$8,000		\$8,000	\$16,000
Quick Start Operating Expenses for Individual Work Plans		\$20,000		\$20,000	\$40,000
Rent, utilities, office equipment, communications (\$2500/mo)		\$30,000		\$30,000	\$60,000
<b>E. Administrative Overhead</b>					
Administrative personnel (Exec. Dir, Area Directors, Accounting, HR, etc.) at Jay Nolan Com Svs. and Easter Seals; overall general operating costs at both agencies at 12% project costs		\$44,550		\$44,550	\$89,099
<b>TOTAL CONTRACT</b>	<b>\$359,782</b>		<b>\$359,782</b>		
<b>Total In Kind Match</b>		<b>\$129,462</b>		<b>\$129,462</b>	
% of InKind Match		36%		36%	

## **AGENDA ITEM DETAIL SHEET**

### **Agenda Item 8, Grant Making Procedures**

**ISSUE:** Review of Council grant making procedures

**SUMMARY:** In the next several months the PDC will formalize procedures for identifying grant topics, developing Requests for Proposals, scoring grant applications, selecting and awarding grants, and reviewing grant progress.

**COUNCIL STRATEGIC PLAN GOALS/OBJECTIVES:** N/A

**PRIOR COUNCIL ACTIVITY:** The Council's grant making process has changed over time and is not established in Council procedures. In many years very open RFPs were distributed inviting applications on any State Plan goal. Other grants, including the Self-Advocacy grants, were more specific, and last year the Employment First Committee, based on its assessment of need, recommended that the Council focus its major statewide grant on promoting employment of transition age youth. The Council adopted that recommendation and the Cycle 35 grant was awarded on that topic.

**BACKGROUND:** In June 2002, the Council asked for and received a study of its grant making process. This study (distributed at the last PDC meeting) was conducted by the University Centers for Excellence in Developmental Disabilities at UCLA and USC. It is not clear if changes were made in response to the recommendations.

In August 2012, the Council received a management letter from the Department of Finance documenting its review of Council operations, including contracting processes. This management letter was followed by the Council requesting a full audit of its contracting practices by the Department of Health Care Services. Several recommendations were distributed to the Council. Council staff submitted a work plan (attached) to address the recommendations.

**ANALYSIS/DISCUSSION:** (1) PDC will review the attached work plan, Sections 6 and 7 only, to identify areas for PDC to address in its grant making procedures. Sections 6 and 7 overlap with areas of PDC responsibility: For example, RFPs must ask for and contracts must have sufficient detail around project outcomes and deliverables.

# Work Plan to Address November 2012 Audit Recommendations

April 2, 2013

Recommendations	Tasks	Next Steps/Timeline
1a. SCDD and staff should review COL and codes of conduct under state and federal regulations.	a. SCDD members and staff shall receive copies of 42 USC Section 15024(c)(5)(D), 45 CFR Section 74.42, GC Sections 87100, 19130, 19990 and the SCDD Incompatible Activities Statement and shall indicate in writing that they have read and understand its provisions.	By May 15, 2013
2a. Establish strong financial personnel	2a. Recruit for and train Budget Officer. Ensure that contract and procurement analysts receive appropriate training. Ensure that managerial staff receive appropriate training. Recruit for highly qualified Deputy for Administration. Ensure that the Procurement and Contracts Manual includes section with federal and state regulations regarding all applicable billing requirements.	2a. Awaiting resolution on SSM I employee, expected April 1, 2013. Recruitment for Budget Officer April 1, 2013 – May 15, 2013. Analyst training initiated in March 2013, ongoing through December 31, 2013. Managerial training initiates April 2013. GO appointment of Deputy for Administration tentatively early 2014. Currently awaiting approval of CalHR to fill Retired Annuitant (RA) appointment to act as Deputy, to start April 8, 2013.
2b. Establish internal control procedures for processing and approval of contracts and invoices.	2b. RA/Deputy to establish chain of command and process for documenting progressive review of submissions. Also to develop Policy for required backup documentation when submitting invoices.	Contract staff will be attending 4 additional classes: "Evaluation Criteria"; "Documentation"; "Services Contracting"; "Statement of Work."
2c. Develop a written policy concerning travel of contractors	2c. Develop policy on acceptable travel for contractors, including documentation required (receipts) for reimbursement and an authorization process for out-of-state	2b. 90 days following hire of an RA/Deputy. 2c. 90 days following hire of an RA/Deputy

	travel.	
3a. Develop regular expenditure reports to reconcile budget by actual expenses incurred by contracts.	3a. Budget Officer to submit expenditure reports to Administrative Committee no less than quarterly. Reports to include budgeted/expenditures by Contracts, HQ and regional offices.	3a. Began March 2013, though hampered by lack of a Budget Officer.
3b. Recommend pairing a SCDD member with fiscal expertise to work with staff.	3b. Newly reconstituted Administrative Committee to serve this function. Committee is composed of a current department deputy, an attorney, and an MPA.	3b. Began January 2013.
4a. Contracts must comply with DGS guidelines.	4a. Have Administrative Committee receive an overview of the DGS State Contracting Guidelines. Contract staff are attending DGS Contract Training class.	4a. At April 25, 2013 Administrative Committee meeting. Completed – DGS Contract Manual Summary, DSS Purchasing Policies and Procedures Handbook, DSS Contract Process Handbook obtained and disseminated to Admin Committee and contract staff. Said handbooks to be reviewed and revised as needed by RA/Deputy.
4b. A Procurement and Contract Handbook should be developed.	4b. RA/Deputy to query other small commissions for examples of Procurement and Contract Handbooks. Contract analysts to ask for samples from DGS staff.	4b. 90 days following hire of an RA/Deputy.
4c. Develop a procedure for contract approval verification.	4c. See 2b.	4c. 90 days following hire of an RA/Deputy
5a. DGS Training should be required for contract analysts, managers and their supervisors	5a. Ensure that all relevant staff register for and attend all pertinent classes. Interim E.D. will approve all appropriate training opportunities.	5a. Contract analysts have attended 40 hour DGS Contract Training class in March 2013. Staff Counsel and Interim E.D. are registered for same class in April. Additional training that is offered by DGS will be registered for throughout 2013.
6a. Staff needs to use detailed and specific	6a. Staff will be trained in best practices	6a. Contract analysts have attended first

<p>contract language including measurable goals.</p> <p>6b. Staff Legal Counsel should review all proposed new contracts.</p> <p>6c. Contracts should include provision for audits.</p>	<p>for contract language and provisions.</p> <p>6b. Staff Legal Counsel to review all new contracts resulting from a bid prior to SCDD approval.</p> <p>6d. SCDD to revise its contract format to include provision for auditing.</p>	<p>basic contract class and will be registering for additional classes.</p> <p>Staff now have resources (Bid Sync) to find examples of contract language. Staff will also be attending a DGS class entitled "Statement of Work" that focuses on contract language.</p> <p>6b. Effective immediately, all newly drafted contracts that were the result of a bid will be reviewed by both Staff Legal Counsel and Interim Executive Director, the latter in lieu of the hiring of a RA/Deputy.</p> <p>6c. Effective immediately, all newly developed contracts will include a provision for auditing. Contracts will include a link to STD 213 Exhibit C #37 Examination and Audit</p>
<p>7a. Assign staff to perform duties of contract manager to include monitoring compliance and performance.</p> <p>7b. SCDD should receive progress reports including final report that details goals achieved or not.</p>	<p>7a. Identify staff to monitor contract/fiscal compliance, programmatic performance and a final approver. Assign substitute staff to cover said functions while staff vacancies exist.</p> <p>Identify source to provide training to staff on elements of grant oversight.</p> <p>7b. SCDD PDC to receive progress reports at a minimum of semi-annually. PDC to include progress report at next SCDD meeting.</p>	<p>7a. Effective currently, contract/fiscal compliance is assigned to contract analyst. Programmatic performance review for grants initiated by the Area Boards are assigned to Area Board staff who currently signify approval/disapproval before contract analyst approves invoices for payment. Programmatic review of statewide grants would be assigned to Planning Specialist, a vacant position. In lieu of the Planning Specialist, existing program staff (CPS II) will take on that function effective May 1, 2013, overseen</p>



		<p>by the Deputy for Policy and Planning. Final approver would be assigned to Deputy for Administration. While vacant, that duty falls to the Executive Director. UCEDDs will be queried by May 16, 2013 for any recommended sources for grant administration training</p> <p>7b. PDC will receive first semi-annual report of grants/contracts at April 23, 2013 meeting.</p>
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Recommendations	Tasks	Next Steps/Timeline
<p>8a. Contracts need to be reviewed for justification that work cannot be performed by state employees (GC 19130).</p>	<p>8a. Procurement and Contract Handbook (see Recommendation 4) to include provision for review of prospective contracts by Planning Specialist for compliance with GC 19130. Before awarding personal services contract, specialist shall identify any current state staff that may perform duties within the scope of requested services and advise SCDD of contract appropriateness.</p>	<p>90 days following hire of an RA/Deputy. While position is vacant, duty falls to Executive Director.</p>
<p>9a. There need to be written policies and procedures that inform members and staff of their responsibilities.</p> <p>9b. There need to be signed authorization forms that document approval steps for contracts.</p>	<p>9a. Council members need to be educated as to their fiscal oversight responsibilities. Staff need to review and revise, as necessary, their duty statements and sign a statement that they understand its provisions.</p> <p>9a and b. Procurement and Contract Handbook needs to include progressive steps and assigned staff for each step of contracting and procuring. Appropriate forms need to be included as Appendices. An approval document should be created that includes the Administrative Committee and full Council regarding all contracts and procurements exceeding \$5,000.00. Contracts under \$5,000 will be reviewed by the Administrative Committee and approved by the Executive Committee.</p>	<p>9a. Interim E.D. and Chair are attempting to arrange governance and fiscal oversight training for SCDD members by November 2013.</p> <p>Scheduled for May 2013.</p> <p>The Personnel Officer will oversee process of review and revision of duty statements of fiscal and contract staff, to be completed by July 1, 2013.</p> <p>9b. 120 days following hire of RA/Deputy</p>
<p>10a. Ensure that fiscal intermediaries are not be used without DOF approval.</p>	<p>10a. All relevant staff shall be educated on this regulation.</p>	<p>10a. The Interim Executive Director shall put this regulation into a written memorandum to be disseminated to all</p>

Recommendations	Tasks	Next Steps/Timeline
		relevant staff by April 30, 2013. Completed Contract staff have completed basic Contract training with DGS effective March 28, 2013.